

Extensive actions have been taken in the South Dakota Department of Education to meet the requirements of the Title II monitoring findings since the report was received on April 7, 2005. The following outlines the procedures, timelines, and documentation specific to each finding.

Critical Element I.A.1: Has the State developed procedures to determine whether teachers are highly qualified?

Further Action Required: As discussed more specifically in our determination for Critical Element I.A.4 and I.A.8 below, the SDDE must submit a written plan with specific procedures and a timeline the State will implement to ensure that determinations of whether new elementary school teachers are highly qualified conform to the definition in §9101(23) and the timeline in §1119(a)(1) and (2).

- 1) Beginning with the 2005-06 school year, all new elementary school teachers, including special education teachers providing direct instruction in core academic subjects, hired to teach in a Title I program must demonstrate subject-matter competency by **taking** the State test prior to teaching.
 - a. April 29, 2005 - Coordination with Educational Testing Services to collect test score data for recent Praxis II test takers for score sheets not on file;
 - b. May 20, 2005 - Letters sent to all recently certified teachers with no record of employment as well as those in private, and tribal schools informing them of the Title II requirements. (Document A);
 - c. Ongoing - Memos sent to teachers affected by ruling once we have verification of test scores either within the department or sent to us or from meeting the HOUSSE rules; (Document B)
 - d. Online :Highly Qualified Reporting system is being redone to reflect current teacher status as well as new test scores.
- 2) All elementary teachers who were previously deemed as highly qualified through the CAAP or portfolio and who will not meet the HOUSSE rules by the end of the 2005-06 school year will be required to submit evidence of having passed the content specific Praxis II test.
 - a. April 20, 2005 – email sent to all Deans of public, private, and tribal universities to inform them of the Title II monitoring results; (Document C)
 - b. April 20, 2005 – email sent to all superintendents, principals, and curriculum directors in all public schools informing them of the Title II monitoring report and how it would impact elementary teachers new to the profession and existing elementary teachers that would not meet HOUSSE rules by the end of the 2005-06 school year; (Document D)
 - c. April 20, 2005 – highly qualified status removed from teachers previously designated via either the CAAP or portfolio in the online database; (Document E – sample of online report)
 - d. April 21, 2005 – conference call with all Deans of public, private, and tribal universities to formulate strategies for informing current and previous students of the testing requirements;

- e. April 28, 2005 – email notification followed by faxes to district with individual teacher information informing them of the teachers affected by the Title II monitoring; (Document F)
 - f. May 2, 2005 – follow-up email reminding district to view the online database report that includes all teachers that are currently not highly qualified; (Document G)
 - g. Ongoing - Memos sent to teachers affected by ruling once we have verification of test scores either within the department or sent to us or from meeting the HOUSSE rules; (Document B)
 - h. June 2005 - Online :Highly Qualified Reporting system is being redone to reflect current teacher status as well as new test scores.
 - i. July 2005 - New baseline data for percentage of classes not taught by highly qualified teachers is established;
 - j. July 1, 2005 – passing test scores for content and pedagogy tests required for certification and highly qualified status.
- 3) All teachers new to the profession, including elementary teachers, must submit evidence of passing Praxis II content and pedagogy test scores for certification beginning July 1, 2005

24:15:02:08. State certification exam requirements. *Effective July 1, 2005, the following requirements apply to applicants for certification:*

(1) An applicant must submit verification of passing scores on the state certification exams for each subject or area authorization and for the pedagogy exam for each age or grade span for which they have completed an approved education program and for each subject or area authorization for endorsement programs for which applicant is applying;

(2) Applicants whose certificates have lapsed must submit verification of passing scores on the state certification exams for each subject or area authorization for which they have completed an approved education program and for each subject or area authorization for endorsement programs for which they are reapplying, in addition to satisfying the requirements of § 24:15:03:09.

Source: 30 SDR 26, effective September 3, 2003.

Critical Element I.A.3: For classes taught by teachers who are not highly qualified, can the State provide estimates of classes taught by teachers in various categories (e.g., out-of-field teachers, teachers on emergency certificates or waivers, etc.)?

Further Action Required: The SDDE must submit a written plan with specific procedures and a timeline for preparing and disseminating data in its Annual State Report Card on the percentage of classes taught by teachers who are not highly qualified and the percentage of teachers with emergency or provisional credentials, as required by §1111(h)(1)(C)(viii).

- 1) The SDDE has created an online “Highly Qualified Teacher” report (Document E) that is linked directly to the state certification system and the personnel record

- form (PRF) system. The PRF reflects teacher assignments for all classes that teachers are assigned to and qualified to teach . This information is then connected to the online database report for Highly Qualified Status that reflects all teachers teaching in core content areas. The report gives a live and accurate database on the highly qualified status of teachers based on their certification and their assignments. Logic is designed within the system to determine their competency using federal guidelines for HQT status and South Dakota HOUSSE rules. (Sample of online database of HQT status – Document E)
- 2) The SDDE uses the information from the online database to populate the online Annual State Report Card on the percentage of classes taught by teachers who are not highly qualified and the percentage of teachers with emergency or provisional credentials, as required by §1111(h)(1)(C)(viii). The SDDE reports out this data for each individual attendance center, the district, and then aggregates the information to the state. This can be viewed at <https://sis.ddncampus.net:8081/nclb/portal/portal.xml?&extractID=5> under the tab “Teacher Qualification” (See sample report in Document H)
 - 3) The Annual State Report Card shows the data for the current year as well as the previous year.

Critical Element I.A.4: Is there a rigorous State test that assesses elementary school teachers’ subject knowledge and teaching skills?

Further Action Required: The SDDE must submit a written plan with specific procedures and a timeline for implementing a rigorous State test of content knowledge and teaching skills that can be used to determine the highly qualified status of elementary school teachers who are new to the profession. The SDDE must also require LEAs in the State to ensure that all elementary school teachers who are new to the profession who are hired for the 2005-06 school year to teach in a Title I program or for the purpose of class-size reduction, if paid with ESEA Title II, Part A funds, demonstrate the required subject-matter competency by passing a rigorous State test of teacher content knowledge before they can be hired for these purposes. Beginning with the 2006-07 school year, all elementary school teachers who are new to the profession, including special education teachers who provide instruction in the core academic subjects must pass the State test prior to teaching.

- 1) The SDDE began work with Educational Testing Services in June 2003. Currently, tests in 45 content areas have been selected, validated and cut scores set and approved by the South Dakota Board of education (See Praxis Analysis Activity – Document I)
 - a. November 2003 - Elementary Education Content Test #0014 standard setting (Document J)
 - b. January 24, 2004 – Study value from ETS for Elementary Ed content Test (Document K)
 - c. Summer 2004 – Score Setting Schedule determined and disseminated to higher education and posted on SDDE website (Document L)

- d. November 2004 – Test Advisory Council established to determine cut score ranges (Document M)
 - e. January 2005 – Cut score ranges for Elementary Education Content test and 34 additional content and pedagogy Praxis II tests approved by South Dakota Board of Education
- 2) Rules were implemented that required passing both Praxis II content and pedagogy tests for certification effective July 1, 2005

24:15:02:08. State certification exam requirements. *Effective July 1, 2005, the following requirements apply to applicants for certification:*

(1) An applicant must submit verification of passing scores on the state certification exams for each subject or area authorization and for the pedagogy exam for each age or grade span for which they have completed an approved education program and for each subject or area authorization for endorsement programs for which applicant is applying;

(2) Applicants whose certificates have lapsed must submit verification of passing scores on the state certification exams for each subject or area authorization for which they have completed an approved education program and for each subject or area authorization for endorsement programs for which they are reapplying, in addition to satisfying the requirements of § 24:15:03:09.

Source: 30 SDR 26, effective September 3, 2003.

3) As a result of the findings of the Title II monitoring visit, the following actions have been taken to assure that all elementary school teachers who are new to the profession who are hired for the 2005-06 school year to teach in a Title I program or for the purpose of class-size reduction, if paid with ESEA Title II, Part A funds, demonstrate the required subject-matter competency by passing a rigorous State test of teacher content knowledge before they can be hired for these purposes. Beginning with the 2006-07 school year, all elementary school teachers who are new to the profession, including special education teachers who provide instruction in the core academic subjects must pass the State test prior to teaching.

- a. March 2005 – postcards sent to all currently employed teachers informing them of new testing requirements; (Document N)
- b. April 29, 2005 - Coordination with Educational Testing Services to collect test score data for recent Praxis II test takers for score sheets not on file;
- c. May 20, 2005 - Letters sent to all recently certified teachers with no record of employment as well as those in private, and tribal schools informing them of the Title II requirements. (Document A);
- d. April 20, 2005 – email sent to all Deans of public, private, and tribal universities to inform them of the Title II monitoring results; (Document C)
- e. April 20, 2005 – email sent to all superintendents, principals, and curriculum directors in all public schools informing them of the Title II monitoring report and how it would impact elementary teachers new to the profession and existing elementary teachers that would not meet HOUSSSE rules by the end of the 2005-06 school year; (Document D)

- f. April 21, 2005 – conference call with all Deans of public, private, and tribal universities to formulate strategies for informing current and previous students of the testing requirements;
 - g. April 28, 2005 – email notification followed by faxes to district with individual teacher information informing them of the teachers affected by the Title II monitoring; (Document F)
 - h. May 2, 2005 – follow-up email reminding district to view the online database report that includes all teachers that are currently not highly qualified; (Document G)
 - i. July 1, 2005 and ongoing – passing test scores for content and pedagogy tests required for certification and highly qualified status.
- 4) *Additional further action required in the monitoring review stated the following: “To ensure that only highly qualified elementary school teachers are hired in Title I programs and in Title II, Part A-funded class-size reduction, the State should require elementary school teachers who are new to the profession to pass the currently optional State test before they are hired.”*
- a. May 4, 2005 - A special request was submitted to USDOE regarding the lack of time for teachers to take the test and get back results if the August administration was the only test date available ; (Document O)
 - b. May 6, 2005 – A response from Dr. Bob Stonehill stating...” given the practical limitations described above, the Department agrees that new elementary school Title I teachers may be hired given that they have **taken** the State's content-knowledge test before they begin teaching. Should any of these teachers subsequently not pass the test, (1) their LEAs must report them as non-highly qualified teachers to parents and to the State, and (2) they must pass the test as soon as possible, and certainly no later than the end of the 2005-06 school year.” (Document P)

Critical Element 1.A.7: Does the State have a plan that (a) establishes annual measurable objectives for each LEA and school and (b) includes an annual increase in the percentage of highly qualified teachers at each LEA and school?

Further Action Required: The SDDE must submit a written plan with specific procedures and a timeline for implementing this requirement. The revised plan must include, among other things, annual measurable objectives for each LEA and school that includes an annual increase in the percentage of highly qualified teachers in each LEA and school and in the percentage of teachers receiving high-quality professional development.

Establishing annual measurable objectives:

- 1) Each spring LEAs are required to submit a Consolidated Grant Application to the Department of Education for approval for the coming year's funding for the following programs: Title I, II, III, IV, V & VI. An integral part of that application is a data-driven comprehensive needs assessment required of all districts throughout the state. (Document Q). An essential part of the

comprehensive needs assessment requires that district's review their Teacher Quality status to include them in the goals and objectives for professional development activities that the school determines is necessary to improve the quality of education and to meet federal and state regulations. Principals of each school operating a Title I program must attest annually in writing as to whether such school is in compliance with the requirements of section 1119 (Qualifications for Teachers and Paraprofessionals.) Also, district's are required to describe their plan for using 5% of its Title I allocation to ensure that Title I teachers, Title I paraprofessionals, and other core content teachers in Title I schools are highly qualified by the end of the 05-06 school year.

- 2) Each LEA, establishing a need for professional development activities to assist teachers in meeting the criteria for teacher quality, must develop a goal and write measurable objectives each school year for the Consolidated Grant Application. If the district has teachers who do not meet the Teacher Quality requirements this need must be addressed through professional development and other activities that will meet the measurable objectives. (Document R)
- 3) Verification of the progress that district's are making toward assisting all core area and other teachers in becoming highly qualified is required through the onsite monitoring visits that are scheduled in the district every four years, using a team of staff from the Office of Educational Services and Support. The event is a review of the schools district's consolidated federal programs. In preparation for the review districts must reflect on a series of questions concerning Teacher Quality, and during the onsite visit must respond and present documentation that substantiates that the district will meet the requirements by the end of 05-06 school year. (Document S)
- 4) Additionally, the Consolidated State Performance Report includes the Title II Part A required data. (Documents T)

Critical Element I.A.8: Does the State have procedures to ensure that districts are hiring only highly qualified teachers for their Title I programs?

Further Action Required: The State must submit a written plan with a specific timeline to ensure that all teachers hired from the beginning of the 2002-03 school year through the 2004-05 school year demonstrate subject-matter competency consistent with the applicable ESEA requirements. The SDDE may allow those teachers to fulfill these requirements either by passing the State content knowledge test that will soon be available for this purpose or by satisfying the requirements of its Housse procedure. As discussed in Critical Element I.A.4, beginning with the 2005-06 school year, South Dakota must ensure that all new elementary school teachers, including special education teachers providing direct instruction in core academic subjects, hired to teach in a Title I program demonstrate subject-matter competency by passing the State test prior to teaching. Beginning with the 2006-07 school year, this test must be used to ensure that all new elementary school teachers are highly qualified.

- a. March 2005 – postcards sent to all currently employed public school teachers informing them of new testing requirements for certification that will impact highly qualified status;
- b. April 20, 2005 – email sent to all Deans of public, private, and tribal universities to inform them of the Title II monitoring results; (Document C)
- c. April 20, 2005 – email sent to all superintendents, principals, and curriculum directors in all public schools informing them of the Title II monitoring report and how it would impact elementary teachers new to the profession and existing elementary teachers that would not meet HOUSSE rules by the end of the 2005-06 school year; (Document D)
- d. April 20, 2005 – highly qualified status removed from teachers previously designated via either the CAAP or portfolio in the online database. (Document E – sample of online report)
- e. April 21, 2005 – conference call with all Deans of public, private, and tribal universities to formulate strategies for informing current and previous students of the testing requirements;
- f. April 28, 2005 – email notification followed by faxes to district with individual teacher information informing them of the teachers affected by the Title II monitoring; (Document F)
- g. May 2, 2005 – follow-up email reminding district to view the online database report that includes all teachers that are currently not highly qualified; (Document G)
- h. April 29, 2005 - Coordination with Educational Testing Services to collect test score data for recent Praxis II test takers for score sheets not on file
- i. May 20, 2005 - Letters sent to all recently certified teachers with no record of employment as well as those in private, and tribal schools informing them of the Title II requirements. (Document A);
- j. July 2005 - New baseline data for percentage of classes not taught by highly qualified teachers is established;
- k. July 1, 2005 – passing test scores for content and pedagogy tests required for certification and highly qualified status.
- l. Fall 2005 - Online :Highly Qualified Reporting system will reflect current highly qualified status of all teachers in core content areas as well as special education teachers providing direct instruction in core academic subjects;
- m. Summer 2005 – 06 school year – SDDE staff will have a presence at all statewide educational conferences to inform and update administrators, school boards, and teaching staff of requirements for “Highly Qualified Status” for ALL teachers by the end of the 2005-06 school year:
 - a. Superintendents’ conference
 - b. Principals’ convention
 - c. Joint convention for South Dakota School Boards and Administrators
 - d. Governor’s New Teacher Academy
 - e. Governor’s Teacher Leadership Academy
 - f. System’s Change Conference
 - g. NCA Conference
 - h. South Dakota Education Association Annual Conference

- i. Regional superintendent and principal meetings
- j. Secretary of Education Superintendents' Advisory Council meetings
- k. Regional Educational Service Agencies meetings
- l. Curriculum directors' conferences and meetings
- m. Special Education Advisory Council meetings